

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-104c	App-4/15/03	App-4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Linda Klingaman	Email Address lrklinga
Proposing Department/Unit Department of Health and Physical Education	Phone 724-357-4429

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
- New Course Course Prefix Change Course Deletion
- Course Revision Course Number and/or Title Change Catalog Description Change

HPED 215 Teaching Rhythmic Activities and Dance

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

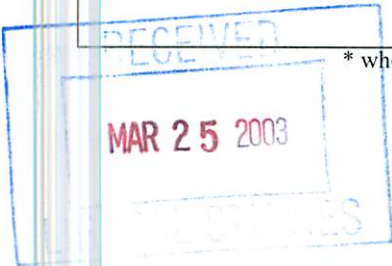
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
- This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program Program Title Change Program Revision
- New Minor Program New Track Other

Current program name *Proposed program name, if changing*

4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Marilyn Patyfrabyles</i>	3-21-03
Department Chair(s) <i>Steve Allen</i>	3-21-03
College Curriculum Committee Chair <i>Jeffrey Miller</i>	3-24-03
College Dean <i>Carleen G. Zoni</i>	3-24-03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: <i>Joseph Domaradz TECC</i> (include title)	3-24-03
UWUCC Co-Chairs <i>Gael Seehurst</i>	4/15/03

* where applicable



COURSE SYLLABUS

I. Catalog Description

HPED 215 Teaching Rhythmic Activities and Dance

1 class hour
2 lab hours
1 credit
1c-2l-1cr

Prerequisite: HPED 200

Designed to provide an aesthetic and kinesthetic movement experience which will prepare the student as a teacher of basic movement in a variety of situations. Includes creative movement, rhythms, and square, folk, and contemporary dance.

II. Course Objectives:

At the completion of this course, the student will:

- A. demonstrate and analyze basic skills and movement patterns from beginner to intermediate level.
- B. describe historical significance of dance, gymnastics, and movement activity.
- C. recognize and analyze current trends and emerging movement issues.
- D. utilize the National and State Standards for Arts Education in Dance.
- E. develop teaching progressions with sample block unit plans, lesson plans and evaluation methods.
- F. recognize and justify teaching styles appropriate to the developing student's grade level and specific activity.
- G. identify and apply appropriate safety practices and procedures in the instructional area.
- H. identify and apply developmentally appropriate activities in the education and recreation content areas from pre-school to the adult learner.

III. Course Outline:

During the week, one class period will be spent going over principles of movement and dance. The other two class periods will be spent participating in activities and skill development. Students will also have opportunities for practice teaching during lab hours.

Week 1:	Introduction to Course Exploring movement	3 hours
Week 2:	Skills and underlying principles of movement.	3 hours
Week 3:	Movement: Structure and Function 1) Anatomy 2) Kinesiology	3 hours
Week 4:	Kinesthetic awareness: sensory perception of where the body or its parts are moving without visual cues.	3 hours
Week 5:	Body Care and Preparation for Activity 1) Nutrition: sleep and rest 2) Warm-up in preparation for movement and developing strength, flexibility, and endurance. 3) Progression of techniques to avoid injury	3 hours

Week 6:	Elements of Dance: time, space, force/effort Basic Locomotor and Axial Movements	3 hours
Week 7:	Ethnic and Folk Dance	3 hours
Week 8:	Fundamentals of Various Dance Genres: Ethnic, Folk, Ballet, Modern, Jazz, Social Tap	3 hours
Week 9:	Social, cultural and historical dimensions of dance National and State Dance Standards Designing lesson plans	3 hours
Week 10:	Dance Artists Creative Dance Process	3 hours
Week 11:	Developing the dance unit in physical education curriculum K – 12	3 hours
Week 12-13:	Lesson Planning & Teaching Demo	6 hours
Week 14:	Critical Analysis using “Deciphering Dance” format	3 hours
Week 15:	Final Exam given during finals week	2 hour exam period

IV. Course Evaluation:

- A. Written Examinations (2) @ 20 pts. each (40 pts.)
- B. Lesson plan and teaching session evaluation in groups (2) @ 20 pts. each (40 pts.)
- C. Competency check-off completion (4) @ 20 pts. each (80 pts.)
- D. Final Project and Performance – Paper/presentation (30 pts.)
- E. Deciphering Dance Critique (20 pts.) A written paper utilizing the critical skills necessary to make justified judgments of dance works using a specific format.

V. Sample Grading Scale:

- A = 90% or more of total points
- B = 80% or more of total points
- C = 70% or more of total points
- D = 60% or more of total points
- F = below 60% of total points

VI. Attendance Policy

Students are expected to attend each class. The instructor recognizes students' need to miss class because of illness or personal emergencies. Three allowable absences will be permitted over the course of the semester. Students are responsible for any work missed due to absences.

VII. Textbook: Kassling, G., & Jay, D. (2003). Dance Teaching Methods and Curriculum Design, Champaign, IL: Human Kinetics Publishing.

VIII: Special Resources: Appropriate dance attire

IX. Bibliography:

Eckert, J. (2003). Harnessing the Wind: The Art of Teaching Modern Dance, Champaign, IL: Human Kinetics Publishing.

Kaplan, R. (2002). Rhythmic Training for Dancers, Champaign, IL: Human Kinetics Publishing.

Penrod, J., & Plustino, J. (1998). The Dancer Prepares: Modern Dance for Beginners, 4th Edition, Boston: McGraw Hill Publishing.

Pomer, J. (2002). Perpetual Motion: Creative Movement Exercise for Dance and Dramatic Arts, Champaign, IL: Human Kinetics Publishing.

Pryor, E., Colledge S., & Goodman Kraines, M. (2000). Keep Moving: Fitness Through Aerobics and Step, 4th Edition, Boston: McGraw Hill Publishing.

Historical:

Cooper, P., Trinka, M. Teaching Basic Gymnastics: A Coeducational Approach. MacMillan Publishing Co., NY. 1989.

Fleming, Gladys, (ed.) Children's Dance. (3rd edition) AAHPERD., Washington, D.C. 1981.

Humphrey, Doris. The Art of Making Dances. Grove Press, NY. 1959.

Joyce, M. (1994). First Steps in Teaching Creative Dance to Children, 3rd Edition, Boston: McGraw Hill Publishing.

Kraus, Richard., Chapman Hilsendager, Sara. History of the Dance in Art and Education. Englewood Cliffs, Prentice Hall. 1991.

Little, Araminta. Dance as Education. AAPHERD., NDA., Washington, D.C. 1977.

Murray, Ruth Lovell. Dance in Elementary Education. (3rd edition). Thames & Hudson Ltd., NY. 1975.

Nicholas, B. Moving & Learning. Mosby Co., St. Louis, MO. 1990.

Russell, Joan. Creative Dance in the Primary School. MacDonald and Evans, London. 1968.

Sherbon, Elizabeth. On the Count of One. Mayfield Publishing Co., Palo Alto, CA. 1982.

Squires, Johns L., McLean, Robert E. American Indian Dances. Ronald Press, NY. 1963.

Course Analysis Questionnaire

HPED 215 Teaching Rhythmic Activities and Dance

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is designed for Health and Physical Education majors who are seeking teacher certification. The content of this course prepares them to instruct rhythmic activities and dance in grades kindergarten through grade twelve. Students must demonstrate competency in these areas to be in line with current NCATE standards and successfully pass the Health and Physical Education core of the PRAXIS exam.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course is one of two that will replace the currently required HPED 211 Dance, Rhythmic Activities, and Gymnastics. It will include the content in the rhythmic activities and dance part of the course being deleted from the program. The gymnastics content will be covered in HPED 214 Teaching Health Fitness and Gymnastics, a new course also being proposed.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered before at IUP.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course will not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other institutions of higher education have similar 1 credit courses in dance and rhythm. Examples include Lock Haven University (HPED 112 Movement and Rhythms, 1 cr; HPED 210 Teaching Folk and Social Dances, 1 cr); Messiah College (HPE 164 Recreational and Rhythmical Activities, 1 cr); Slippery Rock University (PE 108 Movement Education, 1 cr)

- A7 **Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The accrediting body of the National Association for Sport and Physical Education requires students to successfully complete a course that covers the topics presented in this course.

Section B: Interdisciplinary Implications

- B1 **Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by a faculty member of the Department of Health and Physical Education.

- B2 **What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

No other department on campus teaches a course that covers similar material.

- B3 **Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments**

This course will not be cross-listed with other departments.

- B4 **Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to students who have met the prerequisites.

Section C: Implementation

- C1 **Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Faculty resources are adequate.

- C2 **What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No additional resources will be needed to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

There are no plans to have resources for this course covered by grant funding.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered each fall and spring semester.

- C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered each fall and spring semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

It is expected the enrollment of each section will be between 25 and 30 students. This has been determined by current trends in lower level classes in HPE.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

There are no recommendations for class size by professional societies but concerns for safety requires classes to be under 30.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course will not be taught as a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

This course is being added to bring the program in line with national and state standards.
This new course is being developed as a result of the 120 credit program mandate.